



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 12161560  
SAU: MSAD 22  
School: Reeds Brook Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

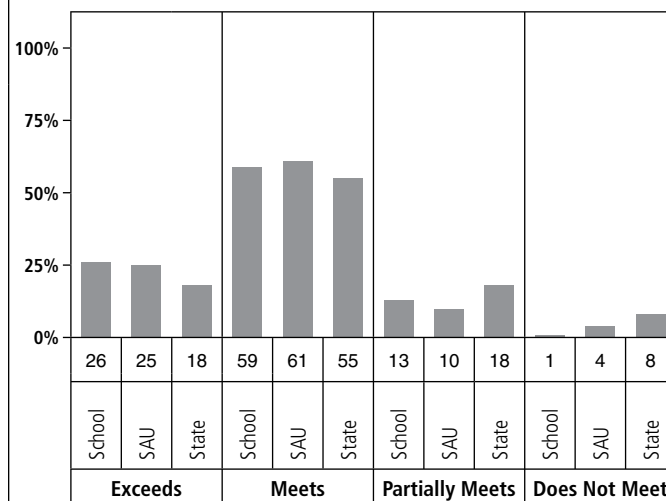
SAU: MSAD 22

School: Reeds Brook Middle School

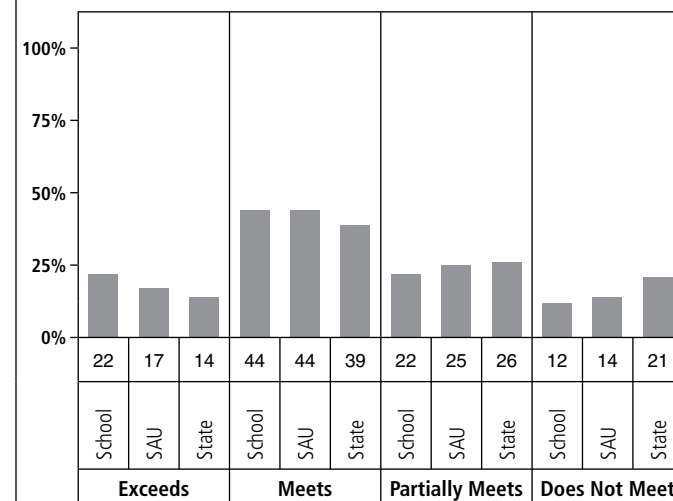
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	752	751	745
2006–2007	757	754	748
<b>2007–2008</b>	<b>755</b>	<b>755</b>	<b>750</b>
Cum. Avg. *	755	753	748
<b>Mathematics</b>			
2005–2006	743	742	740
2006–2007	748	745	742
<b>2007–2008</b>	<b>747</b>	<b>745</b>	<b>743</b>
Cum. Avg. *	746	744	742

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	138	100	181	100	14818	100	138	100	181	100	14698	99	138	100	181	100	14694	99												
Ethnicity African American/Black	1	1	1	1	381	3	1	100	1	100	372	98	1	100	1	100	375	99												
American Indian or Native Alaskan	2	1	2	1	113	1	2	100	2	100	112	99	2	100	2	100	112	99												
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	1	1	2	1	178	1	1	100	2	100	176	99	1	100	2	100	177	100												
Caucasian/White	133	96	175	97	13927	94	133	100	175	100	13825	99	133	100	175	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	30	22	38	21	2556	17	30	100	38	100	2508	99	30	100	38	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	17	12	32	18	5461	37	17	100	32	100	5408	99	17	100	32	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	114	83	149	82	12195	82	114	83	149	82	12215	82												
Identified disability (PET/IEP)	6	5	7	5	418	3	6	5	7	5	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	3	3	4	3	181	1	3	3	4	3	182	1												
<b>Participation with accommodations</b>	24	17	32	18	2320	16	24	17	32	18	2303	16												
Identified disability (PET/IEP)	24	100	31	97	1912	82	24	100	31	97	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	1	3	244	11	0	0	1	3	226	10												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0												
<b>Non-participation – other</b>	0	0	0	0	93	1	0	0	0	0	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	MSAD 22
School:	Reeds Brook Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	27	21	34	19	1769	11
	2006-2007	43	36	57	32	2630	18
	<b>2007-2008</b>	<b>36</b>	<b>26</b>	<b>45</b>	<b>25</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	106	27	136	25	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	78	60	109	60	7521	49
	2006-2007	59	50	89	49	7605	51
	<b>2007-2008</b>	<b>82</b>	<b>59</b>	<b>110</b>	<b>61</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	219	57	308	57	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	16	12	25	14	3773	24
	2006-2007	16	13	28	16	3000	20
	<b>2007-2008</b>	<b>18</b>	<b>13</b>	<b>19</b>	<b>10</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	50	13	72	13	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	9	7	13	7	2399	16
	2006-2007	1	1	6	3	1620	11
	<b>2007-2008</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	12	3	26	5	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	39.1	69.8	38.7	69.1	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	19.0	67.9	18.9	67.5	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	20.1	71.8	19.8	70.7	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	138	36	26	82	59	18	13	2	1	755	181	25	61	10	4	755	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	1										1						365	10	49	19	22	742
American Indian or Native Alaskan	2										2						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	1										2						173	12	54	18	15	746
Caucasian/White	133	36	27	78	59	17	13	2	2	755	175	26	61	10	3	755	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	30	1	3	14	47	13	43	2	7	743	38	5	45	34	16	741	2330	2	30	36	32	735
No	108	35	32	68	63	5	5	0	0	758	143	30	65	4	1	758	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0										0						342	8	46	22	24	741
No	138	36	26	82	59	18	13	2	1	755	181	25	61	10	4	755	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	17	2	12	11	65	4	24	0	0	752	32	13	66	13	9	750	5299	9	51	26	14	745
No	121	34	28	71	59	14	12	2	2	755	149	28	60	10	3	756	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	138	36	26	82	59	18	13	2	1	755	181	25	61	10	4	755	14514	18	55	18	8	750
<b>Gender</b>																						
Female	66	20	30	40	61	6	9	0	0	758	89	29	64	7	0	758	7084	24	55	15	6	752
Male	72	16	22	42	58	12	17	2	3	753	92	21	58	14	8	751	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	138	36	26	82	59	18	13	2	1	755	181	25	61	10	4	755	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	16	13	81	3	19	0	0	0	0	768	20	80	20	0	0	769	574	61	38	1	0	765
No	122	23	19	79	65	18	15	2	2	753	161	18	66	12	4	753	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 22  
 School: Reeds Brook Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	7 41 46 6	1 19 13 3	11 33 20 38	5 31 42 4	56 54 66 50	3 7 7 1	33 12 11 13	0 0 2 0	0 0 3 0	748 757 754 758	6 47 43 4	10 28 22 38	50 59 66 50	30 9 9 13	10 4 3 0	743 755 755 758	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 50 14 4	11 20 5 0	25 29 25 0	26 41 11 4	59 59 55 80	7 6 4 1	16 9 20 20	0 2 0 0	0 3 0 0	754 757 754 746	35 49 12 4	22 29 24 0	65 60 57 57	13 7 19 14	0 4 0 29	755 756 754 736	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	26 60 15 0	17 18 1 0	49 22 5 0	16 51 14 0	46 62 70 0	2 11 5 0	6 13 25 0	0 2 0 0	0 2 0 0	762 754 748 0	25 58 16 2	47 22 4 0	47 64 75 33	4 11 21 0	2 3 0 67	761 754 749 727	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	14 64 22	5 23 7	26 26 23	11 53 17	58 61 57	2 10 6	11 11 20	1 1 0	5 1 0	752 756 755	13 67 19	21 27 21	63 62 59	8 9 18	8 3 3	750 756 753	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	10 48 42	1 16 17	8 25 30	8 41 32	62 63 56	3 7 8	23 11 14	1 1 0	8 2 0	745 754 758	9 50 41	6 22 32	56 67 56	19 9 11	19 2 1	741 755 758	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	31 63 6	8 26 1	19 30 13	25 50 6	60 58 75	9 8 1	21 9 13	0 2 0	0 2 0	754 756 752	33 61 6	19 29 10	61 61 60	17 7 10	3 2 20	753 757 744	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	16 49 17 18	6 22 4 4	27 33 17 16	14 42 13 13	64 63 54 52	2 2 7 7	9 3 29 28	0 1 0 1	0 1 0 4	758 758 752 749	18 44 18 20	31 30 18 14	63 65 58 56	6 3 21 22	0 3 3 8	758 757 752 748	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
<b>Optional school/SAU question</b> A. B. C. D.	0 100 0 0	0 0 0 0	0 0 0 0	1 1 0 0	100 100 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	750 750 750 750	0 50 50 0	0 0 0 0	100 0 0 0	0 0 0 100	0 0 100 0	750 700 700 700						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	18	14	21	12	1646	11
	2006-2007	27	23	32	18	2142	14
	<b>2007-2008</b>	<b>30</b>	<b>22</b>	<b>30</b>	<b>17</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	75	19	83	15	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	51	39	70	39	5497	36
	2006-2007	53	45	71	39	5642	38
	<b>2007-2008</b>	<b>61</b>	<b>44</b>	<b>79</b>	<b>44</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	165	43	220	41	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	38	29	61	34	4514	29
	2006-2007	23	19	43	24	4077	27
	<b>2007-2008</b>	<b>31</b>	<b>22</b>	<b>46</b>	<b>25</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	92	24	150	28	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	23	18	29	16	3797	25
	2006-2007	16	13	34	19	3001	20
	<b>2007-2008</b>	<b>16</b>	<b>12</b>	<b>26</b>	<b>14</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	55	14	89	16	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	10.3	64.4	9.8	61.3	8.8	55.0
Cluster 2: Shape and Size	14	25	6.3	45.0	6.0	42.9	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.9	48.8	3.6	45.0	3.5	43.8
Cluster 4: Patterns	18	32	8.2	45.6	7.6	42.2	7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 22  
 School: Reeds Brook Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	138	30	22	61	44	31	22	16	12	747	181	17	44	25	14	745	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	1										1						372	5	24	25	45	731
American Indian or Native Alaskan	2										2						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	1										2						175	9	32	30	29	737
Caucasian/White	133	28	21	61	46	30	23	14	11	748	175	16	45	26	13	745	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	30	2	7	6	20	11	37	11	37	731	38	5	18	34	42	730	2321	2	16	26	55	727
No	108	28	26	55	51	20	19	5	5	752	143	20	50	23	7	749	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0										0						356	7	23	24	45	731
No	138	30	22	61	44	31	22	16	12	747	181	17	44	25	14	745	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	17	2	12	9	53	5	29	1	6	744	32	6	38	34	22	738	5301	5	31	31	33	736
No	121	28	23	52	43	26	21	15	12	748	149	19	45	23	13	746	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	138	30	22	61	44	31	22	16	12	747	181	17	44	25	14	745	14517	14	39	26	21	743
<b>Gender</b>																						
Female	66	13	20	31	47	15	23	7	11	748	89	15	45	27	13	745	7086	14	40	26	20	743
Male	72	17	24	30	42	16	22	9	13	747	92	18	42	24	15	745	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	138	30	22	61	44	31	22	16	12	747	181	17	44	25	14	745	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	16	11	69	5	31	0	0	0	0	765	20	55	45	0	0	763	575	64	31	3	1	765
No	122	19	16	56	46	31	25	16	13	745	161	12	43	29	16	743	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	3	33	5	56	1	11	741	6	0	30	50	20	737	6	7	29	26	37	734
B. less than one hour	41	17	30	22	39	11	19	7	12	749	47	20	38	26	16	745	50	13	39	26	22	742
C. one to two hours	46	10	16	34	53	14	22	6	9	747	43	13	55	23	9	746	40	15	42	26	17	744
D. more than two hours	6	3	38	2	25	1	13	2	25	750	4	38	25	13	25	750	4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	16	7	32	8	36	6	27	1	5	751	17	23	40	27	10	748	32	21	40	23	16	747
B. They match some of what I have learned.	51	21	30	33	47	10	14	6	9	751	52	23	46	22	10	748	50	12	42	27	19	743
C. They match just a little of what I have learned.	26	1	3	17	49	11	31	6	17	740	25	2	48	32	18	739	15	7	32	31	30	737
D. There is no match.	7	0	0	2	22	4	44	3	33	733	6	0	18	36	45	729	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	13	42	13	42	2	6	3	10	754	22	33	51	5	10	753	25	34	42	13	11	753
B. good	48	15	23	29	44	15	23	7	11	748	45	19	43	26	12	746	47	10	45	27	18	743
C. fair	25	1	3	16	47	11	32	6	18	740	28	2	41	37	20	738	23	3	30	36	32	735
D. poor	4	1	17	2	33	3	50	0	0	745	4	13	25	50	13	739	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	41	4	7	26	47	15	27	10	18	742	47	5	46	31	18	740	36	6	38	29	27	738
B. about the same as my regular schoolwork	46	15	25	29	48	14	23	3	5	750	42	21	47	25	8	748	53	13	42	27	18	744
C. easier than my regular schoolwork	13	9	53	3	18	2	12	3	18	751	11	47	21	11	21	749	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	36	9	18	22	44	13	26	6	12	746	40	13	43	31	14	744	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	55	20	27	33	44	16	21	6	8	750	51	22	45	24	9	748	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	8	6	50	2	17	3	25	740	8	7	47	13	33	737	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	23	2	6	17	55	11	35	1	3	746	18	6	53	38	3	745	9	15	37	25	23	742
B. two or three days a week	58	22	28	35	44	13	16	9	11	749	56	22	46	19	13	747	20	13	41	26	20	743
C. two or three times each month	16	6	27	5	23	7	32	4	18	744	22	15	28	36	21	741	30	15	40	27	18	744
D. never or almost never	3	0	0	2	50	0	0	2	50	736	4	0	43	14	43	733	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	17	7	29	9	38	4	17	4	17	748	26	15	36	21	28	741	20	17	39	23	22	744
B. two or three days a week	45	17	27	27	44	12	19	6	10	749	43	22	45	25	8	748	29	16	40	25	19	744
C. two or three times a month	25	5	15	13	38	11	32	5	15	745	21	13	39	34	13	744	26	13	40	28	20	743
D. never or almost never	13	1	6	12	67	4	22	1	6	744	10	6	67	22	6	744	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	1	11	3	33	1	11	4	44	734	10	6	39	28	28	737	8	7	32	26	35	736
B. 30–45 minutes	80	25	23	46	43	27	25	10	9	748	79	18	42	27	13	746	41	12	38	27	23	741
C. 45–60 minutes	10	3	21	9	64	2	14	0	0	752	8	20	67	13	0	751	41	17	42	24	16	745
D. more than 60 minutes	3	1	25	2	50	0	0	1	25	750	2	25	50	0	25	750	10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	756	50	0	100	0	0	756						
C.	0										50	0	0	0	100	700						
D.	0										0											